DOCUMENT RESUME

ED 112 655 FL 007 113

AUTHOR Masciantonio, Rudolph
TITLE The Ancient Greeks Speak to Us. A New Humanistic Approach to Classical Greek and Greek Culture for Secondary Schools. Teacher's Guide - Level Beta.
INSTITUTION Philadelphia School District, Pa. Office of Curriculum and Instruction.
PUB DATE 74
NOTE 69p.; For related document, see ED 044 958 and FL 007 032

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS Audiolingual Methods; Classical Languages; Cultural Awareness; *Curriculum Guides; Educational Objectives; *Greek; Humanities; Humanities Instruction; *Language Instruction; Programed Instruction; *Secondary Schools; *Teaching Guides

ABSTRACT

This is a teacher's guide for Level Beta of a humanistic approach to instruction of Classical Greek and Greek culture in secondary schools. The goals of the program are to help students become aware of: (1) the impact of Hellenic civilization on contemporary society, including the impact of the Greek language on English; (2) the similarities and differences between classical civilization and that of the present; and (3) Classical Greek as a viable form of communication within its cultural milieu. The present guide is divided into five units: (1) Kings, Tyrants and Democracy, (2) Athens, (3) Sparta, (4) the Struggle with Persia, and (5) the Golden Age. Each unit is divided into an average of 12 lessons, with specific objectives and activities outlined for each lesson. Language is taught by audiolingual methods, according to principles of structural linguistics. Basic principles to be followed by the teachers precede the main text. The appendix gives suggestions as to how the Hippolytus, by Euripides, should be introduced and taught. (CLK)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED112655

ΟΙ ΕΛΛΗΝΕΣ ΗΜΙΝ ΛΕΓΟΥΣΙΝ

THE ANCIENT GREEKS SPEAK TO US

A New Humanistic Approach To Classical Greek and Greek Culture For Secondary Schools

Teacher's Guide **Level Beta**

FL007113

OFFICE OF
CURRICULUM and INSTRUCTION
THE SCHOOL DISTRICT OF PHILADELPHIA • 1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
The School District of Philadelphia
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

BOARD OF EDUCATION
THE SCHOOL DISTRICT OF PHILADELPHIA

Arthur W. Thomas, President

Mrs. Edward Oberholtzer, Vice President

Augustus Baxter

Mrs. Lawrence Boonin

Philip Davidoff, Esq.

George Hutt

William Ross

Robert M. Sebastian, Esq.

Dr. Alec Washco, Jr.

Superintendent of Schools
Dr. Matthew W. Costanzo

Executive Deputy Superintendent
Dr. Robert L. Poindexter

Associate Superintendent for Curriculum and Instruction
Dr. I. Ezra Staples

Director of Foreign Languages Education
Dr. Eleanor L. Sandstrom

Copyright 1974

The School District of Philadelphia

FOREWORD

Level Beta of Οἱ Ἕλληνες ἡμῖν λέγουσιν THE ANCIENT GREEKS SPEAK TO US continues the basic approach of Level Alpha. Level Beta is designed to help students become aware of:

1. The impact of Hellenic civilization on contemporary society and the similarities and differences between classical civilization and our own.

2. The Classical Greek language as a viable form of communication within its cultural milieu.

3. The influence of the Greek language on English.

The instructional system for Level Beta consists of the following specially prepared materials:

1. A Teacher's Guide

2. A Student Programmed Text

3. Tapes to Accompany the Student Programmed Text and Supplementary Tapes

4. Visual Cues

It utilizes additional multisensory materials available from commercial publishers.

Level Beta has been developed in an effort to foster new interest in Hellenic language and culture in the Philadelphia School District.

DR. I. EZRA STAPLES
Associate Superintendent
for Curriculum and
Instruction

RUDOLPH MASCIANTONIO
Curriculum Specialist for
Classical Languages

DR. ELEANOR L. SANDSTROM
Director of Foreign Languages
Education

ACKNOWLEDGMENTS

This curriculum guide was written by Rudolph Masciantonio, Curriculum Specialist for Classical Languages, The School District of Philadelphia.

Assisting and advising him with the preparation of these materials were the following members of the School District's Greek Curriculum Committee:

Helen Gizelis, Teacher of Classical and Modern Greek, Arsakeion, Psychicon, Athens, Greece.

David Haag, Itinerant Teacher of Greek, Simon Gratz High School, The School District of Philadelphia.

Dr. Walter Frieman, Professor of Classical Languages, West Chester State College, West Chester, Pa.

Dr. Cordelia Birch, 3018 Fourth Ave., Beaver Falls, Pa. 15010.

Dr. Gerald F. Else, Director of the Center for Coordination of Ancient and Modern Studies, University of Michigan, Ann Arbor, Mich.

Charles L. Myers, Itinerant Teacher of Greek, The Philadelphia High School for Girls, The School District of Philadelphia.

Dr. J. Hilton Turner, Professor of Classics, Westminster College, New Wilmington, Pa.

Elissa Wantuch Sklaroff, Teacher of Latin, Simon Gratz High School.

Dr. Eleanor L. Sandstrom, Director of Foreign Languages Education, The School District of Philadelphia.

William Farnon, Itinerant Teacher of Greek, Central High School, The School District of Philadelphia.

J. Douglas Marshall, Professor of Classics, Dartmouth College.

Gratitude is also expressed to the students of Greek in the School District who field tested preliminary versions of these materials and suggested improvements in them.

TABLE OF CONTENTS

	Page
Foreword	iii
Acknowledgments	v
Prefatory Notes	ix
Unit One - Kings, Tyrants, and Democracy	1
Unit Two - Athens	15
Unit Three - Sparta	29
Unit Four - The Struggle with Persia	41
Unit Five - The Golden Age	57
Appendix: The HIPPOLYTUS of Euripides	65

PREFATORY NOTES

It is suggested that the teacher review the Prefatory Notes of Level Alpha. The statement of objectives, the notes on the innovative aspects of the course, the notes on the organization of the course, the instructional approaches envisioned, and articulation all apply mutandis mutatis to Level Beta.

It is suggested that all teachers of Greek in the School District follow certain basic principles in their teaching:

1. Greek civilization, literature, history and culture should be related to the lives and experience of the students. It is most important that students be made aware of the influence of the Hellenic heritage on our own world in such areas as art, architecture, government, law, medicine, religion, mythology, and literature. The experiences of the classical past should be used to shed light on our own experiences. The classical past should be compared and contrasted with the present.

2. Instruction should be geared to meet the needs of all secondary school students. Greek should be viewed as a broad instrument of general education of great cultural and linguistic value to students of every range of background and ability. The Greek course should be worthwhile and complete in and of itself, and the course should not be regarded primarily as a preparation for future work in Greek. Instruction geared to meet the needs of all pupils must be lively, dramatic, enthusiastic, and multisensory.

3. The principles of structural linguistics and the direct method of language teaching should be used, and the approach to Greek should be aural-oral. In practical terms this means:

   a. Lexical items should be presented in context.

   b. Pattern practices should be employed in the teaching of structure.

   c. Comprehension should be checked via Greek questions to be answered in Greek or Greek-Greek manipulative type exercises.

   d. Oral practice should precede reading of Greek utterances.

4. Emphasis should be given to building the English vocabulary of pupils through a study of Greek roots, prefixes, and suffixes that occur in English.

UNIT ONE

KINGS, TYRANTS AND DEMOCRACY

AN OVERVIEW OF MATERIAL TO BE TAUGHT IN THIS UNIT

1. The evolution of government in Ancient Greece.
2. Greek colonization and its impact on political life.
3. Quotations connected with the cultural theme of this unit.
4. A review of structural items learned in Level Alpha.
5. English derivatives from Greek words learned in the quotations.

LESSON 1

Specific Objectives

1. To indicate the importance of Greek political institutions to modern people.

2. To summarize the role of kings in the development of Greek political structure.

3. To introduce the following quotations audiolingually:

Ἄνθρωπος φύσει πολιτικὸν ζῷόν ἐστι.	Man is a social animal by nature. (Aristotle)
Ἡ πολιτικὴ καλῶν καὶ συμφερόντων.	Politics is the science of good and useful things. (Plato)
Εὐνομία πειθαρχία νόμων σπουδαίων.	Good legislation involves obedience for important laws. (Plato)

Activities

1. Put the date "1776" on the chalkboard. Ask the students if "democracy" began with that date. Ask them if democracy began in America. Put the word "democracy" on the chalkboard. Indicate its Greek roots (δῆμος "people" and κρατία "rule"). Tell the students that not only the word "democracy" but the concept behind it comes to us from the ancient Greeks. In this unit we shall consider how Greek political institutions evolved and the importance of these institutions to us today.

2. Explain that in the time of Homer, Greek city-states were ruled by Kings. In the hands of the Kings, the city-states became stronger and more trusted than their component units, viz., clans and tribes. The Kings restricted traditional clan rights and subordinated clan chieftains. The clan and tribal chiefs were unhappy with the growing power of the King. The clan and tribal chiefs set out to challenge the King's authority. In many cities the Kings were expelled altogether. In other cities the King was reduced to priestly and minor judicial functions. Only in Sparta and in backward sections of Greece did the Kings retain their thrones. By 750 B.C. practically all Greek cities had become aristocratic republics, i.e., city-states where voting privileges, public and religious offices belonged exclusively to the aristocracy. The aristocracy consisted of the descendants of the clan and tribal chiefs. The vast majority of the people who lived in the city-states were small farmers, itinerant hired hands, craftsmen, or slaves.

3. Explain that Greek maxims concerning politics have played an important role in Western political thinking. Today three such maxims will be introduced. The first is from Aristotle and it means in English that man is a social animal, i.e., human nature is such that people are meant to live and cooperate with other people in society. The visual cue for the quotation Ἄνθρωπος φύσει, κ.τ.λ.

is a picture of a man, an equal sign, and the Greek words πολιτικὸν ζῷον Say the quotation several times in Greek. Have the pupils echo. Introduce the other quotations in a similar fashion. The visual cue for ἡ πολιτικὴ καλῶν, κ.τ.λ. is the word ἡ πολιτικὴ an equal sign and the English words "good and useful things." The visual cue for εὐνομία πειθαρχία is a picture of a law book, an equal sign, and the Greek word πειθαρχία.

4. If time permits, ask the following questions:

   a. What quotation from Level Alpha expresses the same thought as ἄνθρωπος φύσει πολιτικὸν ζῷόν ἐστι ? (The answer is εἷς ἀνὴρ οὐδεὶς ἀνήρ.)
   b. Is man really a social animal?
   c. Is politics - in the modern American sense - good and useful?
   d. What is the relationship between good laws and respect for the Law?

LESSON 2

Specific Objectives

1. To expand on the role of Kings in the development of Greek political structure.

2. To explain the role of aristocracy in Greek political structure.

3. To introduce the following quotations audiolingually

ὁ δὴ μοχθηρὸς βασιλεὺς τύραννος γίγνεται.	A bad King becomes a tyrant. (Aristotle)
ἐν ταῖς δημοκρατίαις κύριος ὁ δῆμος.	In democracies the people are the ruler. (Aristotle)
ἀριστοκρατίας μὲν ὁ ὅρος ἀρετή, ὀλιγαρχίας δὲ πλοῦτος, δήμου δ'ἐλευθερία.	The defining factor of aristocracy is virtue; of oligarchy, wealth, and of democracy, freedom. (Aristotle)

4. To review the quotations presented in the previous lesson.

Activities

1. Begin class by reviewing the quotations from the previous lesson using the visual cues.
2. Introduce the quotation ὁ δὴ μοχθηρὸς, κ.τ.λ. in the usual way. The cue for the quotation is a picture of a frowning King, an arrow, and the King without his crown. Introduce the other two quotations in the usual way. The cue for ἐν ταῖς δημοκρατίαις, κ.τ.λ. is a picture of a crowd of people with a crown on top. The cue for ἀριστοκρατίας, κ.τ.λ. is a picture of six aristocrats, three oligarchs, and a large crowd of people.

3. Remind the pupils that in the last lesson they were discussing the role of Kings in the Greek city-states. It is important to realize that the Kingship in ancient Greece was always a constitutional monarchy, i.e., the power of the Kings was defined by custom, law, and religion. The King was the commander-in-chief during war, the archpriest who offered sacrifices to the gods, and the first judge. His task was to keep his people united. He was given the place of honor in various celebrations, a bigger part of the plunder taken in war, and separate living quarters. His royal authority was rather vague, however, and he could not enforce his will unless he had support among the aristocrats. The monarchy was hereditary. The King was supposedly descended from a god. Ask the students to cite modern countries which have monarchies and to compare and contrast the monarchies in these countries with those of ancient Greece.

4. Explain that after the abolition of the Kingship in many cities the aristocrats took over. These aristocrats were descendants of the clan and tribal chiefs. In primitive Greek society, the real power had been the family. Family communities developed, and the tribe was formed by many families. Wealth - which then meant property in land - belonged to the tribal leaders and to their descendants, viz., the aristocrats. Only the aristocrats served in the infantry since only they could afford the equipment required. Although the assembly of the common people could do nothing more than express its opinion, the real power was in the hands of the aristocrats. We don't have evidence of suppression of the common people's will.

5. Tell the pupils that during the period of aristocracy, certain problems bedeviled the common people and the aristocrats alike. List these problems on the chalkboard and comment on each:

   a. Poor soil - Greece, ancient or modern, is probably the poorest farming country in Europe.

   b. Faulty land distribution - Land was concentrated into very few hands. The number and poverty of dispossessed landless people increased.

   c. The necessity of borrowing - The man whose harvest was too scanty to support him was forced to borrow. Interest was so exorbitant that borrowing once meant being in debt for life.

   d. The plow - The Greek plow was scarcely more than a pointed stick with no ploughshare. It could not break the soil deeply enough.

   e. Money - The rising use of money (as opposed to the barter system) made it easier for the rich to become richer since hoarding money is easier than storing commodities.

   Ask the pupils to consider to what extent newly emerging nations today face similar problems. The pupils may be asked to research to what extent these problems exist in countries such as modern India, Israel, Ghana, and Nigeria.

LESSON 3

Specific Objectives

1. To summarize the role of commerce and emigration in the development of Greek political institutions.

2. To introduce the reading and writing of quotations presented orally in Lessons 1 and 2.

3. To summarize the role of Kings and the aristocracy in the development of Greek political structure.

Activities

1. Have the pupils work through Frames 1-28 of the Student Programmed Text. Use the tape which accompanies these frames. Be sure to stop the tape for appropriate discussion and explanation.

2. Review all quotations presented thus far in this unit using the visual cues.

3. Have pupils work through Frames 29-35 of the Student Programmed Text.

LESSON 4

Specific Objectives

1. To review the present and aorist tenses.

2. To discuss the role of lawgivers in ancient Greece.

Activities

1. Have the pupils work through Frames 36-48 of the Student Programmed Text.

2. Explain to the students that originally there were no written laws in Greece. There were only customs, precedents, and usages known to an inner aristocratic circle. When a citizen came up for trial, the proper official would declare and interpret the applicable custom, precedent, or usage. This system tended to work against the poor man. During the 7th Century, partially because of the new spirit in Greek political life created by the colonization movement, people began to demand that the laws be written down. An Athenian named Draco was appointed to write down the laws for his city. In the 7th Century his laws seemed harsh, and, according to Plutarch, people said that Draco wrote his laws in blood rather than ink. Have the pupils say the Greek of Plutarch's statement once or twice. δι' αἵματος, οὐ διὰ μέλανος, τοὺς νόμους ὁ Δράκων ἔγραψεν. Even today we use the word "draconian" to mean "severe or harsh." Despite the severity of Draco's laws, the underprivileged classes benefited from Draco's work in that arbitrary verdicts were less likely when the law was written down and accessible.

Another famous Athenian lawgiver was Solon. He made wealth instead of birth the precondition for election to office and for passing into the Areopagus. (The Areopagus was a council that met on the hill of Mars - "Ἄρειος πάγος - to advise the King in his capacity as leader, priest, and judge. Its functions changed over the years.) Solon's reforms put the people in a position to secure the reforms they wanted. Aristotle tells us that some people thought that Solon was a great lawgiver. Σόλωνα δ' ἔνιοι μὲν οἴονται νομοθέτην γενέσθαι σπουδαῖον. Have the pupils repeat the Greek once or twice.

3. Ask the following questions:

   a. Why did the people demand written laws?

   b. In modern countries are all laws written down?

   c. What are draconian measures?

   d. What do you think of Solon's reforms? Were they genuine reforms?

   e. Can you compare reform movements such as the New Deal or the New Frontier with Solon's reforms?

LESSON 5

Specific Objectives

1. To introduce the following quotations:

δι' αἵματος, οὐ διὰ μέλανος, τοὺς νόμους ὁ Δράκων ἔγραψεν	Draco did not write the laws in ink; he wrote them in blood. (Plutarch)
Σόλωνα δ' ἔνιοι μὲν οἴονται νομοθέτην γενέσθαι σπουδαῖον	Some people think that Solon was a great lawgiver. (Aristotle)

2. To review the forms of the nominative, genitive, and accusative cases.

3. To review the uses of these cases as presented in Level Alpha.

4. To review the role of lawgivers in ancient Greece.

Activities

1. Ask the following questions. Have the pupils answer "yes" or "no" in unison. Or the class might be divided into two teams. The questions might be asked individually with each team getting a question in turn. The team with the fewer mistakes would win.

   a. Were there written laws originally in Greece?

   b. Did the system of unwritten laws tend to work against the poor man?

   c. Did colonization bring a new spirit to Greek political life?

d. Was Draco appointed to write down the laws for the Athenians?

e. Were his measures harsh?

f. Does the word draconian mean "harsh" or "severe"?

g. Was Solon a famous Athenian lawgiver?

h. Did Solon make wealth instead of birth the precondition for election to office?

i. Was the Areopagus a council that met on Mars' hill to advise the King?

2. Tell the students that they will now repeat what Plutarch said about Draco's writing the laws in blood rather than ink. Show the visual cue (a picture of a man writing with a crossed-out ink bottle) and have the pupils repeat the quotation δι' αἵματος, κ.τ.λ. several times phrase by phrase.

3. Tell the students that they will repeat the quotation from Aristotle which means that some people think that Solon was a great lawgiver. Show the visual cue (a picture of an old man with a halo and a scroll) and have the pupils repeat phrase by phrase.

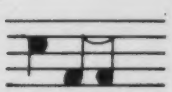
4. Have the pupils work through Frames 49-65 of the Student Programmed Text.

LESSON 6

Specific Objectives

1. To introduce the following Greek song:

δι' αἵματος οὐ διὰ μέλιτος
Τοὺς νόμους ὁ Δράκων ἔγραψεν
Σόλωνα δ' ἔνιοι μὲν οἴονται
νομοθέτην γενέσθαι, σπουδαῖον
γενέσθαι σπουδαῖον.



2. To explain the role of tyrants in the development of Greek political life.

3. To introduce the following quotations audiolingually:

φαυλότης μοναρχίας ἡ τυραννίς	Tyranny is a bad kind of monarchy. (Aristotle)
τύραννος ἄρχων πόλεως κατὰ τὴν ἑαυτοῦ δόξαν	A tyrant rules a city according to his own ideas. (Aristotle)

Activities

1. Have the pupils listen to the song ὁ ἐν ἄμμοις on tape A. The song is sung to the tune of "Under My Thumb" by the Rolling Stones. Have the pupils sing along with the tape. The song should be sung repeatedly. It should be used daily for about two weeks to assure mastery.

2. Tell the pupils that when the city-states failed to solve problems such as the discontent among the common people and rivalry among the aristocrats, the most powerful or the wealthiest man would set himself up as a tyrant. Early in Greek history the word "tyrant" did not have the bad connotations it later acquired. Many early Greek tyrants looked after the rights of the common people and tried to bridge the gap between rich and poor. They cultivated the arts, beautified their cities, and organized athletic festivals. The great shortcoming of the tyrants was their non-democratic form of rule. They tended to suppress liberty. As Aristotle put it: "A tyrant rules a city according to his own ideas." Have the pupils repeat the Greek for this: Τύραννος ἄρχων πόλεως κατὰ τὴν ἑαυτοῦ διάνοιαν. Aristotle also described tyranny as a bad kind of monarchy. Φυλότης μοναρχίας ἡ τυραννίς. Have the pupils repeat this several times. Explain to the pupils that there were two distinct points of view in the city-states on tyranny. Some people favored tyranny because they saw it as necessary to solving critical problems. Others opposed it as a suppression of liberty.

3. Show the visual cue for Τύραννος ἄρχων, κ.τ.λ. The cue is a picture of a man standing alone with a scepter. Have the students repeat the quotation several times. Show the visual cue for Φυλότης μοναρχίας, κ.τ.λ. The cue is the word τυραννίς, an equal sign, and a crown. Have the students repeat the quotation several times.

4. Ask the following questions:

   a. Why did tyrants assume power in Greek city-states?

   b. What constructive changes did the tyrants bring about?

   c. Are the ancient tyrants similar to the "strong men" leaders of newly emerging Asian and African countries today? Why or why not?

   d. Is "tyranny" a more efficient form of government for achieving social and economic reform? Defend your answers.

LESSON 7

Specific Objectives

1. To introduce the reading and writing of the quotations presented audiolingually in the preceding lesson.

2. To discuss the triumph of democracy in Athens.

Activities

1. Tell the pupils that after a period of rule by tyrants a man named Cleisthenes came to power in Athens. He proceeded to build a government on firmer foundations than personal power. His drastic reforms were so attuned to Athenian needs that they lasted for centuries. He declared that landowning was unnecessary for citizenship. All free males over twenty - including peasants, sailors, shepherds, and miners - had the right to vote and to be elected to magistracies. Cleisthenes increased the power of the local units known as demes. Cleisthenes probably also created a new council known as the Boule, which consisted of 500 members. The Boule had executive as well as legislative functions. It instructed, supervised, and cooperated with magistrates. It directed diplomacy and finance. The ultimate sovereign power rested with the Ecclesia, or the assembly of all the citizens. The Ecclesia met regularly and had the last say on important issues such as peace and war and on proposals submitted to it by the Boule. Its decrees became law of the land. The civil magistracies were the least important organ of government. The chief strategos was in a way like a British Prime Minister or American President, but he had to stand for election every year. His power derived, not from his office, but from his ability to persuade the Ecclesia which could reject his proposals and leave him powerless.

   The reforms of Cleisthenes tended to increase the power of the Heliaea or supreme popular law court. The Heliaea had jurors consisting of ordinary citizens and was extremely powerful. The old Areopagus retained its jurisdiction over murder and impiety, but its role as a judicial power tended to diminish.

2. Ask the following discussion questions:

   a. What were some of the reforms of Cleisthenes?

   b. How was the Boule different from our Congress?

   c. In modern America is there anything comparable to the Ecclesia?

   d. Would a more direct democracy be possible in the United States? Why or why not?

3. Have the pupils repeat the quotations given in the preceding lesson. Then have the quotations read from the reverse side of the cue cards. Then have the pupils practice copying the quotations.

LESSON 8

Specific Objectives

1. To review the role of tyrants and the triumph of democracy in Athens.

2. To explain the political development of other Greek city-states.

3. To review the quotations presented in Lesson 6.

4. To explain the practice of ostracism.

Activities

1. Have the pupils work through Frames 66 to 76 of the Student Programmed Text.
2. Have the pupils write themes comparing and contrasting Athenian democracy with modern American democracy. Some of the themes may be read to the class and discussed.

LESSON 9

Specific Objective

To read and discuss passages dealing with Greek political life.

Activity

Have the pupils read through Frames 77-95 of the Student Programmed Text.

LESSON 10

Specific Objectives

1. To introduce the following English derivatives and cognates from recently learned Greek lexical items: physicist, physiognomy, physiotherapy; politics, politico, socio-political; demotic, endemic; plutocracy, plutolatry; hematology, hematoma, hematosis; graphite, graffiti; melanin, Melanesia; eleutheria, eleutheromaniac.
2. To review the connection between Greek and English.

Activities

1. Ask the pupils how Greek is related to English. The answer you are looking for is that both languages are descended from hypothetical Indo-European. But English has also borrowed a large number of Greek roots, prefixes, and suffixes - particularly in scientific and technical vocabularies. Borrowing often takes place through Latin. Show the pupils the Dictionary Chart from the Instructional Kit indicating the percentage of English words derived from Greek.
2. Ask for the meaning of each Greek root in the following chart. Then ask the students to provide derivatives or cognates. If they are unable to do so, you provide the derivatives and cognates and their meanings. Elicit as much information as possible from the pupils. Have the pupils echo the derivatives or cognates several times and use them in sentences.

ENGLISH DERIVATIVE OR COGNATE	GREEK ROOT	MEANING OF ENGLISH DERIVATIVE OR COGNATE
physicist	φύσει "by nature, naturally"	an expert in the science of natural laws and processes
physiognomy	φύσει "by nature, naturally"	facial features that indicate personality or character
physiotherapy	φύσει "by nature, naturally"	treatment by massage & exercise rather than by drugs
politics	πόλις "city state"	science of government; practice or profession of conducting government affairs
politico	πόλις "city state"	colloquial term for a man involved in government
socio-political	πόλις "city state"	relating to a combination of social and political factors
demotic	δῆμος "people"	of or pertaining to the common people
endemic	δῆμος "people"	peculiar to a particular place or locality
plutocracy	πλοῦτος "wealth"	rule by the wealthy
plutolatry	πλοῦτος "wealth"	worship of wealth or money
eleutheria	ἐλευθερία "freedom"	a genus of jellyfish
eleutheromaniac	ἐλευθερία "freedom"	a person overly zealous for freedom
hematology	αἵματος "of blood"	study of the nature and function of blood

ENGLISH DERIVATIVE OR COGNATE	GREEK ROOT	MEANING OF ENGLISH DERIVATIVE OR COGNATE
hematoma	αἷμα τος "of blood"	a swelling filled with extravasated blood
hematosis	αἷμα τος "of blood"	formation of blood
graphite	ἔγραψεν "he wrote"	form of carbon used in lead pencils
graffiti	ἔγραψεν "he wrote"	random writings on walls
melanin	μέλας τος "of ink, of black"	substance that causes dark coloring of skin and hair
Melanesia	μέλας τος "of ink, of black"	group of islands in the Pacific north of Australia

3. Ask the pupils to explain each of the following sentences in their own words:

   a. Albert Einstein was a noted physicist.
   b. Richard Nixon's physiognomy is well-known because of television and newspaper exposure.
   c. Doctors sometimes prescribe physiotherapy.
   d. Students study politics in college.
   e. The mayor is a politico.
   f. The socio-political problems of ancient Greece sometimes resemble our own.
   g. There are two types of Modern Greek - purist and demotic.
   h. Smoking marijuana is not endemic to Philadelphia.
   i. Some people say America is really a plutocracy.
   k. Some businessmen and bankers are guilty of plutolatry.
   l. The biologist was studying the genus eleutheria.
   m. Some teenagers are eleutheromaniacs.
   n. Hematology is an important branch of medicine.
   o. Hematoma is a characteristic of cancer.
   p. Hematosis is a constant bodily function.
   q. Graphite is found in lead pencils.
   r. Philadelphia has been described as the "graffiti capital of the world."
   s. Melanin is found in almost all human beings.
   t. Melanesia is in the Pacific Ocean.

20

LESSON 11

Specific Objectives

1. To introduce the reading and writing of English derivatives presented in the previous lesson.

2. To review Greek quotations presented in this unit.

Activities

1. Review quotations with the cue cards in the usual way. Also have pupils sing δι' ἄλματος. If you have not already been doing so use the Greek direction ἄειδετε, πάντες to introduce the singing.

2. Have the pupils work through Frames 96-114 of the Student Programmed Text.

LESSON 12 [UNIT REVIEW]

Specific Objectives

1. To review the quotations presented in this unit.

2. To review the present and aorist tenses.

3. To review the nominative, genitive, and accusative cases.

Activity

Have the pupils work through Frames 117-144 of the Student Programmed Text.

LESSON 13 [UNIT REVIEW]

Specific Objectives

1. To review the evolution of government in Ancient Greece.

2. To review Greek colonization and its effects on political life.

3. To review the following derivatives: physicist, physiognomy, physiotherapy; politics, politico, socio-political; demotic, endemic; eleutheria, eleutheromaniac; plutocracy, plutolatry; hematology, hematoma, hematosis; graphite, graffiti; melanin, Melanesia.

Activity

Have pupils work through Frames 145-173 of the Student Programmed Text.

UNIT TWO

ATHENS

AN OVERVIEW OF MATERIAL TO BE TAUGHT IN THIS UNIT

1. The history of Athens and its importance in the development of Greek culture.
2. Quotations connected with the cultural theme of this unit.
3. The forms and main use of the dative case.
4. The future active tense - its forms and use.
5. English derivatives and cognates from Greek words learned in the unit.

LESSON 1

Specific Objectives

1. To explain why Athens was the greatest and most famous Greek city.

2. To introduce the following quotation from Pindar:

αἴ τε λιπαραὶ καὶ ἰοστέφανοι, καὶ ἀοίδιμοι Ἑλλάδος ἔρεισμα, κλειναὶ Ἀθῆναι, δαιμόνιον πτολίεθρον	Famous Athens! Gleaming and violet crowned, the city sung in songs. The mainstay of Greece, city divine. (Pindar)

Activities

1. Ask the students to name the most famous or greatest city in America. (You may get a variety of opinions.) Ask the students to name the most famous or the greatest city in Greece. When they name Athens, question why Athens was great and famous. Was it for the same reasons that New York or Philadelphia is great and famous? The reasons for Athens' greatness in antiquity were as follows:

   a. Athens nourished writers of philosophy, history, science, and drama who it is said have given more to mankind in one century than everyone else had in the next 2500 years.

   b. In Athens there was created some of the world's most beautiful art and architecture.

   c. Athens was the home of democracy.

   d. Athens was for some time the most powerful city-state in Greece and it ruled the seas.

2. Teach the above quotation. The teacher will notice that the length and complexity of quotations will necessitate more practice and reinforcement. The obvious method is to teach a quotation phrase-by-phrase or kernel-by-kernel. Sometimes it helps to isolate the basic kernel of the quotation and then embellish the basic kernel. For example, first teach κλειναὶ Ἀθῆναι, then the appositive Ἑλλάδος ἔρεισμα. Add the adjectives λιπαραὶ καὶ ἰοστέφανοι καὶ ἀοίδιμοι and the article αἴ plus the particle τε, and all that's left is δαιμόνιον πτολίεθρον. The teacher should avoid the temptation to introduce the quotation through reading. Ample aural-oral practice must precede the introduction of the written word. The visual cue for this quotation is a picture of the Acropolis.

3. Explain that the quotation is taken from Pindar. Mention that Pindar was from Thebes, and he was not in the habit of writing glowing praises of Athens. Rather he wrote about athletic contests and the winners. The quotation is a fragment most likely from the beginning of a poem about an Athenian victory at a game. Explain that the violet-colored sea around Athens made it

violet-crowned, or perhaps the evening light on the Acropolis made the buildings seem violet. Ask what modern city or cities are sung about or are places to be. Pindar probably recognized Athens as a cultural center and generally the place to be in Greece.

4. Ask the following questions:

   a. What are some of the things that made Athens famous?

   b. What modern city is famous for the same reasons?

   c. Do you like the images in Pindar's fragment (e.g., gleaming, violet-crowned, city sung in songs)? Why or why not?

LESSON 2

Specific Objectives

1. To tell about the early history of Athens.

2. To introduce the following quotation:

τίς δ' εὗρ' ἐλαίην; Παλλάς, ἧμος ἤριζε τῷ φυκιοίκῳ ἀρχαῖος ἀμφὶ τῆς Ἀκτῆς.	Who brought forth the olive? Pallas when she contended for Attica with the seaweed Dweller (i.e., Poseidon) in old times. (Callimachus)

Activities

1. Have Athens and Attica pointed out on the map. Explain that this area - like others in Greece— was once composed of small kingdoms or demes. Athens became the strongest of all of these and attempted to unify Attica. No one is sure when it happened, but when it did, the men of the smaller demes became Athenian citizens. From this time on, Athens was considered the central city of a unified state. This unification is thought to have been the work of one man or king. Some attribute it to Theseus, the famous mythical hero and king of Athens.

2. In Greek literature Attica was considered identical with Athens. It is interesting to note the name Athens is plural probably because it originated from a union of many small communities. Mention the U.S.A., U.S.S.R., and the Netherlands as modern examples of names of countries plural for the same reason.
   Tell the students that the Acropolis itself was first occupied by prehistoric people known as the Pelasgoi and then by the Cecropes. Athenians sometimes called themselves the sons of Cecrops. This indicates that they thought of Cecrops as one of the legendary kings of Athens, although he was no more than a fabled ancestor of the Cecropes. Put proper names on the chalkboard. Point out that Cecrops was to the Greeks what Adam is to us.
   At some time the other Greeks in Attica took over the Acropolis and brought

with them the worship of Athena. The god of the Cecropes, Erechtheus or Poseidon, was forced to give way to Athena. There is a legend that the two gods fought for possession of the city in a contest. Poseidon struck a rock with his trident and brought forth a salt pool; Athena brought forth the olive tree. Zeus appointed twelve gods as judges, though some say Cecrops was the judge. In any case, Athena won and the city took her name as its own. Erechtheus was given permission to live on the Acropolis in the form of a snake and the Erectheum was built as his house.

3. Teach the quotation from Callimachus as an illustration of the story. Explain that Callimachus was a rather famous Greek poet. The visual cue for the quotation is a picture of Athena presenting the olive tree.

4. Ask the following questions:

   a. Can legends relating to the founding of Athens be compared to legends relating to the founding of the United States?

   b. Can you think of any symbolic interpretation of the story of Athena giving the olive tree and Poseidon giving a salt pool? If Athena symbolizes wisdom, what do the other people and objects in the story symbolize?

LESSON 3

Specific Objectives

1. To describe the geography of Attica.

2. To introduce the following quotations audio-lingually:

τὸ δ'ἄστυ αὐτὸ πέτρα ἐστὶν ἐν πεδίῳ περιοικουμένη κύκλῳ	The city itself is a rock situated in a plain and surrounded by dwellings. (Strabo)
ἡ γὰρ Ἀττικὴ θεῶν καὶ ἡρώων ἐστὶ κτῆμα.	Attica is a possession of the gods and heroes. (Strabo)

Activities

1. Have Attica pointed out on the map. Show that it is bounded by the Aegean Sea on the east and south, by Boeotia on the west and by the Euboean Gulf on the north. Attica, as well as all of Greece, had a climate favorable to outdoor activity all year round with only a short rainy season in late autumn. In antiquity the plain surrounding Athens was irrigated by rivers which are now dry. Attica produced grain, figs, grapes, and olives. The nearness of the sea made the Athenians excellent sailors. Through trade they could make up for what they could not grow themselves.

2. Introduce the quotations given in the Specific Objectives of this lesson in the usual way. The cue for τὸ δ'ἄστυ αὐτὸ κ.τ.λ. is the Acropolis surrounded by

dwellings. The cue for ἡ γὰρ Ἀττικὴ is a map showing Attica and gods and goddesses rising out of it. Explain that the quotations are from the writings of a Greek historian and geographer named Strabo. A long book he wrote deals with the various parts of the ancient world. He lived in the first centuries B.C. and A.D.

3. Ask the following questions:

   a. What effect did geography have on life and civilization in Athens? What effect does geography have on life and civilization in Philadelphia?

   b. Why would Strabo call Attica "the possession of the gods and heroes"? Have modern writers said similar things about American cities?

LESSON 4

Specific Objectives

1. To introduce the future active tense.

2. To introduce the following song:

αἵ τε λιπαραὶ καὶ ἰοστέφανοι,
αἵ τε λιπαραὶ καὶ ἰοστέφανοι,
καὶ ἀοίδιμοι,
καὶ ἀοίδιμοι,
Ἑλλάδος ἔρεισμα, κλειναὶ Ἀθῆναι,
Ἑλλάδος ἔρεισμα, κλειναὶ Ἀθῆναι,
δαιμόνιον πτολίεθρον
δαιμόνιον πτολίεθρον

Activities

1. Tell the pupils that they are going to learn a new tense in Greek, viz., the future tense. Explain that the future tense in Greek expresses the idea that in English is expressed by "shall" or "will" and the verb. Explain that in the following pattern sentences the verbs will be used first in the present tense and then in the future tense. Have the pupils repeat the Greek many times. The English should be gone through once to assure comprehension.

Παλλὰς Ἀθήνην παιδεύει Παλλὰς Ἀθήνην παιδεύσει	Pallas instructs Athens. Pallas will instruct Athens.
οἱ Ἀθηναῖοι γράφουσιν οἱ Ἀθηναῖοι γράψουσιν	The Athenians write. The Athenians will write.
τὸ δ'ἄστυ πέτρα ἐστὶν τὸ δ'ἄστυ πέτρα ἔσται	The city is a rock. The city will be a rock.
φιλῶ τὸ ἄστυ φιλήσω τὸ ἄστυ	I love the city. I will love the city.
φιλοῦμεν τὸ ἄστυ φιλήσομεν τὸ ἄστυ	We love the city. We will love the city.
τὴν ἐλαίαν φιλεῖτε τὴν ἐλαίαν φιλήσετε	You love the olive. You will love the olive.

2. Play the taped version of the song (Tape B). Each line is, in effect, chanted on one note. Have the pupils sing along with the tape. Have them repeat the words. The song should be sung repeatedly. It should be used daily for about two weeks to assure mastery.

LESSON 5

Specific Objectives

1. To introduce some forms and uses of the dative case.
2. To discuss the nature and role of slavery in Athens.
3. To introduce the following quotation:

οὐδένα δοῦλον ἡ φύσις πεποίηκεν	Nature has made no man a slave. (Aristotle)
θνητὰ θνητοῖς πρέπει	Mortal things are fitting for mortals. (Pindar)

Activities

1. Tell the pupils that today they are going to consider a new case in Greek, viz., the dative case. Ask someone to list the three cases already discussed. Tell the pupils that the dative case has many uses but one of its most important is to indicate the person or thing indirectly involved in an action. Often this idea

is expressed in English by the words "to" or "for." A sentence which illustrates this use of the dative case is Pindar's proverb θνητὰ θνητοῖς πρέπει "Mortal things are fitting for mortals." θνητοῖς is in the dative case. Have the pupils repeat the proverb several times. Show the visual cue which is a picture of food, a bed, and a tombstone, an arrow, and a throng of people. Have the pupils repeat the following patterns which illustrate the forms and use of dative case. The Greek should be repeated many times; the English once.

θνητὰ θνητοῖς πρέπει	Mortal things are fitting for mortals.
θνητὰ τοῖς παιδίοις πρέπει	Mortal things are fitting for children.
θνητὰ ταῖς γυναιξὶ πρέπει	Mortal things are fitting for women.
θνητὰ ταῖς πόλεσι πρέπει	Mortal things are fitting for the cities.
θνητὰ τῷ ἀνθρώπῳ πρέπει	Mortal things are fitting for man.
χρήματα δίδωμι τῷ ἀδελφῷ	I give money to the brother.
χρήματα δίδωμι τῇ γυναικί	I give money to the woman.
χρήματα δίδωμι τῷ βασιλεῖ	I give money to the king.
χρήματα δίδωμι τῇ πόλει	I give money to the city.
τῷ σοφῷ ξένον οὐδέν	Nothing is alien to the wise man.
τῷ ἀνθρώπῳ ξένον οὐδέν	Nothing is alien to man.
τοῖς ἀνθρώποις ξένον οὐδέν	Nothing is alien to men.
τῷ ἵππῳ ξένον οὐδέν	Nothing is alien to the horse.

2. Explain to the pupils that Athens had a substantial slave population. The city-state itself employed slaves as secretaries, clerks, police, and prison attendants. Private individuals used slaves as nurses, guardians, and servants. Slaves were used in the trades serving as a cheap labor supply. Slaves worked in factories and silver mines.

Athenian slavery had no color line. Most slaves were white. It was possible for black people to own white slaves. In Hellenistic and Roman times the number of Blacks in Athens increased.

Slavery had two sources. The first and more important source was prisoners of war, captives, and victims of piracy. The second source was the barbarians brought in by slave traders.

The attitude of the Athenians toward slavery is not known with certainty. It seems that most Athenians accepted slavery as a natural part of life. Some did not however. We read in Aristotle that "nature has made no man a slave" οὐδένα δοῦλον ἡ φύσις πεποίηκεν . Have the pupils repeat this quotation in Greek several times. Show the visual cue for this quotation which is a picture of a slave in loin cloth and chains with the entire picture crossed out.

Explain that slaves were sometimes freed or manumitted. In some instances

a slave bought his own freedom.

3. Ask the following questions:

   a. Who were the slaves in ancient Athens?

   b. Was slavery a racial matter in Athens?

   c. What functions did slaves perform?

   d. How did Athenian slavery compare and contrast with American Slavery? How did it compare and contrast with the use of machines in modern times?

LESSON 6

Specific Objectives

1. To give further practice on the future active tense and the dative case.

2. To introduce the reading and writing of quotations presented earlier in this unit.

Activities

1. Have the pupils work through Frames 1-40 of the Student Programmed Text.

LESSON 7

Specific Objectives

1. To discuss the education of Athenian youth.

2. To outline an Athenian's duty to the state.

Activities

1. Explain to the pupils that the Athenian citizen's education began at the age of seven in the palaestra, a private school paid for by the boy's father. The palaestra was an open-air sports center. It was square in shape and surrounded by a wall. In another type of school known as the Writing Master's School, boys were taught music, poetry, reading, writing, and mathematics. All the pupils either read aloud or heard read passages from Homer's ILIAD and ODYSSEY and other poems. These poems were prized by the Athenians for their moral value and wisdom.

2. Explain to the pupils that an Athenian male owed certain services to the state. For one thing, he was liable for 42 years of military service. He could be called up for service anytime between the ages of 18 and 60. In addition to military service, an Athenian citizen was responsible for participation in the law courts and in the jury system. Inasmuch as there were no district attorneys or professional lawyers, the burden of this responsibility was great. A private individual who was aware of a crime had to do something about it.

He had to present the charge to the proper official, attend the trial, and present the case to the jury. When both the accused and accuser had presented their arguments, the verdict was given immediately - with no appeal to a higher court.
In most cases the jury served the double function of jury and judge. The jury consisted of a maximum of 501 men. They listened to the cases for both sides and then voted by dropping their ballots into an urn. The votes were counted in the sight of the people. If the jury found the accused guilty, it had to fix the penalty. The accused and the accuser suggested penalties. Jurors received a small pay for their work.

3. Ask the following questions:

   a. How did Athenian education compare with modern American education? Were there public schools in Athens?

   b. How did military service in Athens compare with military service in present-day America?

   c. How are American courts different from ancient Athenian courts?

   d. What do you think of the exclusion of women from the responsibilities of Athenian citizenship?

4. Have the pupils work through Frames 41-42 of the Student Programmed Text either as homework or classwork.

LESSON 8

Specific Objective

To explain the role of Pericles in Athens.

Activities

1. Ask the pupils if they have ever heard of Pericles. Have them say his name and then write it on the board. Point out that he was Athen's "first citizen" from 460 to 429 B.C. He was an austere aristocrat, a soldier, an orator, and a statesman. Greece's Golden Age glowed brightest in Athens for the 30 years it had the leadership of Pericles' political genius. The qualities the Athenians most admired were courage, temperance, justice, and wisdom. A courageous man was brave in battle. A temperate man lived a disciplined, restrained life. A just man kept the spirit and the letter of the law. A wise man was interested in science, philosophy, politics, and art. Pericles seemed to possess all these qualities, but dedication to the city-state was perhaps his most important quality.

2. Have the students work through Frames 43-45 of the Student Programmed Text.

3. Ask the students if there is any one set of qualities that all Americans admire in a man. The teacher may suggest that American society is too complex and in too great a state of flux for any one type of man to remain extremely popular for any lengthy period of time.

Tell the students that in times of war or stress, Americans have been better able to rally around one particular personality. Cite Dwight Eisenhower and F. D. R. as two pertinent examples.
Also, it has always been possible to isolate regional and ethnic heroes in America. For example: Bobby Seale, Huey Newton and the Black Panthers; James Hoffa and the Teamsters; George Wallace and the South; Billy Graham and some evangelists; Abbie Hoffman and the New Left. In each case the personality of the hero matches the qualities idealized by the group.
Reiterate the qualities of the ideal Athenian: fortitude, temperance, justice, and wisdom. Ask the students if Washington and Lincoln possessed the qualities of an ideal Athenian. (The teacher might point out that fortitude, temperance, justice, and wisdom are referred to as the Cardinal Virtues in Judaeo-Christian theology.)
The students may wish to write themes on the ideal American citizen and to compare him with the ideal Athenian citizen.

4. Ask the following questions:

   a. What qualities made Pericles the ideal Athenian?

   b. According to Plutarch, describe Pericles' motives for taking the part of the common man.

   c. How would an individual such as Plutarch succeed in American politics?

LESSON 9

Specific Objective

To introduce the following derivatives and cognates from Greek lexical items learned in this unit: demon, demonolatry; archaic, archaeology, archaeopteryx; amphibian, amphichroic; petrify, petrography, Petrine; heroism, heroine.

Activities

1. Present the following derivative chart audiolingually:

ENGLISH DERIVATIVE	ETYMOLOGY	MEANING OF DERIVATIVE
demon	δαιμόνιον "divine"	a evil spirit or devil
demonolatry	δαιμόνιον "divine"	devil worship
archaic	ἀρχαῖος "old"	surviving from an earlier period of time, characteristic of an earlier period
archaeology	ἀρχαῖος "old"	scientific study of ancient culture by excavation and description of the remains

ENGLISH DERIVATIVE	ETYMOLOGY	MEANING OF DERIVATIVE
archaeopteryx	ἀρχαῖος "old"	a fossil bird, the oldest known type of bird
amphibian	ἀμφί "with, around, on both sides"	capable of operating or living on land or in water
amphichroic	ἀμφί "with, around, on both sides"	chemical term indicating showing two colors
petrify	πέτρα "rock"	to convert into stone or stony substance
petrography	πέτρα "rock"	description and systematic classification of rocks
Petrine	πέτρα "rock"	of, relating to, or characteristic of the apostle Peter (The name Peter means "rock")
heroism	ἡρώων "heroes"	valor, gallantry
heroine	ἡρώων "heroes"	a woman admired for her achievements and qualities

2. Ask the following questions:

   a. Are there many practitioners of demonolatry?
   b. What does it mean to work like a demon?
   c. What is archaic writing?
   d. What does it mean to study archaeology?
   e. Would you be likely to see an archaeopteryx in Philadelphia?
   f. Are frogs amphibians?
   g. What is an amphichroic substance?
   h. Are many people interested in petrography?
   i. What is Petrine doctrine?
   j. In Shakespeare's ROMEO AND JULIET, who is the heroine?
   k. Are displays of heroism rare?

3. Have the pupils work through Frames 46-58 of the Student Programmed Text.

LESSON 10

Specific Objective

To make pupils aware of the accomplishments of Athens.

Activities

1. Ask the pupils to list what they think are some of the accomplishments of Athens at its height, viz., the 5th Century B.C.
   The answers you are looking for are:
   a. Democracy.
   b. Great art and architecture.
   c. Great literature.
   d. Science.
2. Have the pupils work through Frames 59-71 of the Student Programmed Text.
3. Show the study prints of the Parthenon and the Acropolis from the Historical Reconstructions of Ancient Greece (Britannica Corporation). Invite the pupils to observe carefully the features of the buildings and to compare the buildings with buildings in Philadelphia.
4. Ask the following questions:
   a. Can the Age of Pericles be compared with other periods in world history? What about the Augustan Age in Rome, the period of Lorenzo the Magnificent in Florence, and the reign of Queen Elizabeth I in England?
   b. Is the Parthenon, in your opinion, the most beautiful building on earth? Explain your answer.
   c. Compare Athenian democracy with modern democracies.

LESSON 11 [UNIT REVIEW]

Specific Objectives

1. To review the quotations presented in this unit.
2. To review the dative case as presented in this unit.
3. To review the future tense as presented in this unit.

Activity

Have the pupils work through Frames 72-90 of the Student Programmed Text.

LESSON 12 [UNIT REVIEW]

Specific Objectives

1. To review reasons for Athens' importance.

2. To review the history of Athens to the time of Pericles.

3. To review the following derivatives and cognates: demon, demonolatry; archaic, archaeology, archaeopteryx; amphibian, amphichroic; petrify, petrography, Petrine; heroism, heroine.

Activity

Have the pupils work through Frames 91-118 of the Student Programmed Text.

UNIT THREE

SPARTA

AN OVERVIEW OF MATERIAL TO BE TAUGHT IN THIS UNIT

1. The history of Sparta before the 5th Century B.C.
2. The Spartan way of life.
3. Quotations on Sparta.
4. Some forms and uses of the infinitive.
5. The declensions and some uses of adjectives.
6. English derivatives and cognates connected with Sparta.

LESSON 1

Specific Objectives

1. To introduce the following quotations audio-lingually:

αὐτὸς γὰρ Κρονίωνος, καλλιστεφάνου πόσις Ἥρης, Ζεὺς Ἡρακλείδαις τήνδε δέδωκε πόλιν	Zeus, Cronos' son, the lord of bright-crowned Hera, gave this town to sons of Heracles. (Tyrtaeus)
βέπει γὰρ ἄντα τῶ σιδάρω τὸ καλῶς κιθαρίσδην· ὡς ὁ Λακωνικὸς ποιητὴς εἶρηκε	A well-played lyre rivals war gear anyday, as the Spartan poet has said. (Alcman)

2. To discuss the origins and early character of Sparta.

Activities

1. Have Sparta indicated on the map. Explain that ancient Sparta occupied territory called Laconia in the Peloponnesus. Tribes from the north known as Dorians invaded the area around 1200 B.C. and eventually four or five Dorian villages were built in the area. The villages were politically unified into a city called Lacedemon or Sparta.
From the beginning Sparta had two kings. The dual kingship probably originated as a constitutional compromise when the villages united. Ask the pupils to list some constitutional compromises that were made when the 13 former British colonies federated to form the United States.

2. Explain that traditionally the Spartans considered themselves to be the descendants of Hercules. Ask the students to compare this to the Athenians' connection with the gods, namely Athena's winning the city in a contest.

3. Introduce the quotations given in the Specific Objectives in the usual fashion. The cue for ἀὐτὸς γάρ, κ.τ.λ. is a picture of Hercules accepting the city of Sparta with outstretched arms. The cue for βέπει γάρ, κ.τ.λ. shows a soldier and a musician joined by an equal sign.

LESSON 2

Specific Objectives

1. To describe the structure of Spartan government after the formulation of the constitution.

2. To introduce the following quotation audio-lingually:

ἐν Λακεδαίμονι καὶ τὸν ἐλεύθερον μάλιστα ἐλεύθερον εἶναι καὶ τὸν δοῦλον μάλιστα δοῦλον.	In Sparta the freeman is more a freeman than anywhere else in the world and the slave more a slave. (Plutarch, VITA LYCURGI)

Activities

1. Remind students that in Athens the government evolved from a kingship, through an aristocracy to a democracy. However, in Sparta, the kings remained even after a constitution was formulated. Their power was curtailed, but the kings remained commanders of the army and were the ceremonial heads of state. Explain that society was divided in two with the nobility or aristocracy as citizens, and the commoners as "non-citizens" or people without power. Explain that women of noble birth and noblemen under 30 years of age were important to the state but had no political power.
   The Ephorate was the executive branch of Spartan government. It presided over the Gerusia and Apella in all policy making. The five Ephors were chosen by the Gerusia each year. The choice was confirmed by the Apella.
   Actually, the Gerusia dominated the Spartan state, and therefore it decided government policy. The Gerusia was composed of 28 citizens over 60 years old and the two kings. Members of the Gerusia were elected for life.
   The Apella had the power to approve or disapprove decisions of the Ephors and the Gerusia. However, since the Gerusia could override disapproval, it would seem that the Apella was powerless.
   Have the pupils repeat aloud the following terms several times: Ephorate, Ephors, Apella, Gerusia.

2. Introduce the new quotation in the usual manner. The visual cue for it is a nobleman stepping on a slave.

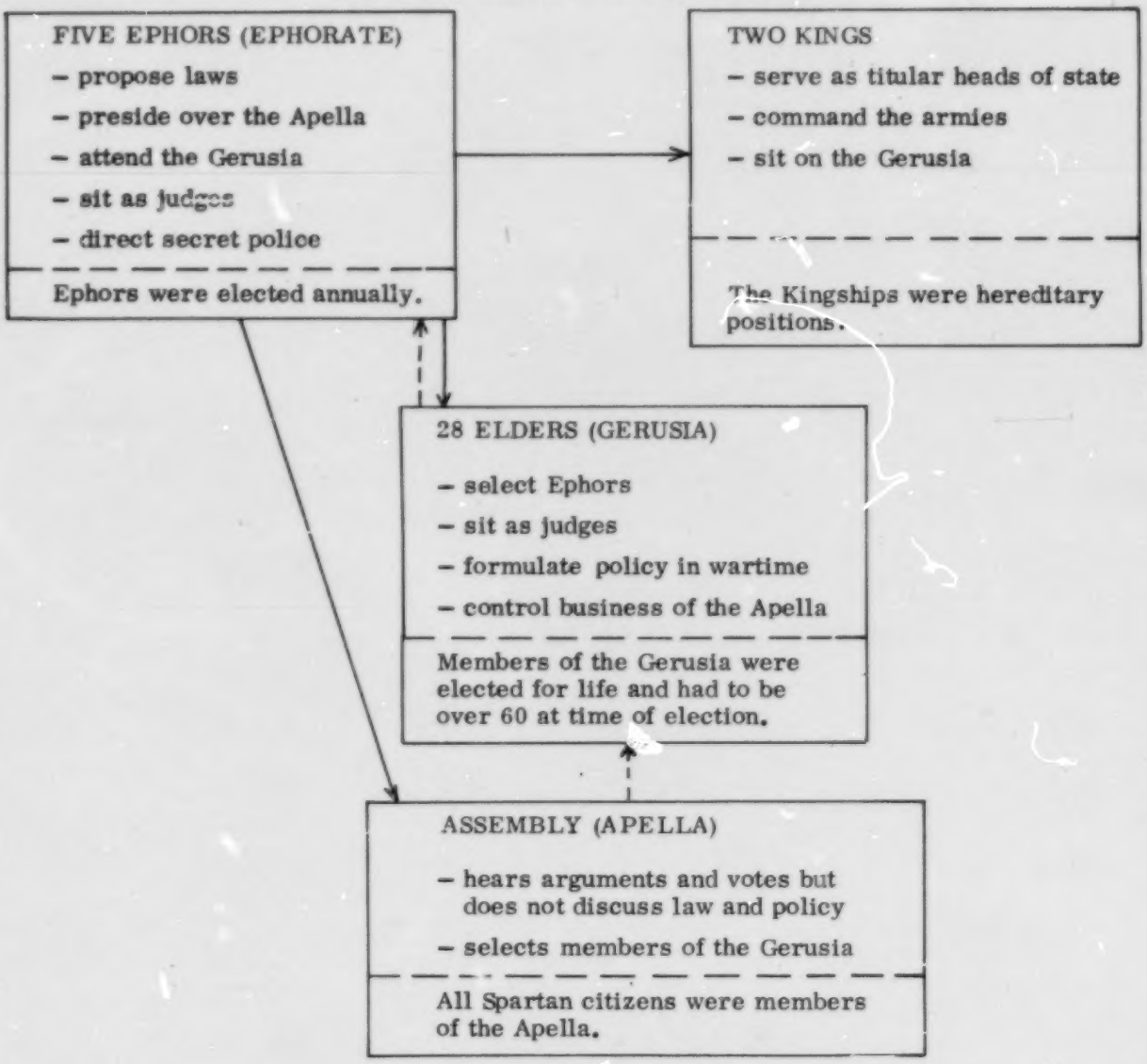
3. Explain that there were classes of people in Sparta who had no political power. There were the helots who were farmer serfs belonging to the state. Helots farmed the land for Spartan citizens who were not allowed to work. The perioikoi were neighboring townspeople with some local self-government but subject to Sparta's authority. Women and men under 30 were also without power. The helots and the perioikoi hated the Spartan citizens, and the Spartan citizens lived in dread of an uprising by the helots and perioikoi.
   As you are explaining these things to the students construct the following chart on the board:

People without Power

Helots
Perioikoi
Women
Men under 30

4. Construct the following chart on the board on Spartan governmental structure eliciting as much information as possible from the pupils.

SPARTAN GOVERNMENT STRUCTURE


FIVE EPHORS (EPHORATE)
– propose laws
– preside over the Apella
– attend the Gerusia
– sit as judges
– direct secret police
Ephors were elected annually.
TWO KINGS
– serve as titular heads of state
– command the armies
– sit on the Gerusia
The Kingships were hereditary positions.
28 ELDERS (GERUSIA)
– select Ephors
– sit as judges
– formulate policy in wartime
– control business of the Apella
Members of the Gerusia were elected for life and had to be over 60 at time of election.
ASSEMBLY (APELLA)
– hears arguments and votes but does not discuss law and policy
– selects members of the Gerusia
All Spartan citizens were members of the Apella.

→ = supervises

- - - → = elects

5. Ask the following questions:

   a. The Spartan system of government was designed to keep young people out of political office. What do you think would be the advantages or disadvantages of such a policy?

   b. Contrast Spartan governmental structure with that of the United States and that of the United Kingdom. Specifically, how do the three branches of American government (the legislative, executive, and judicial) compare with the various branches of the Spartan government in composition and function?

LESSON 3

Specific Objectives

1. To discuss the development of militarism in Sparta.

2. To introduce the following quotations audiolingually:

οὐκ ἂν εἴη ἀτείχιστος πόλις ἄσπις ἀνδράσι, καὶ οὐ πλίνθοις ἐστεφάνωται	A city will be well fortified which is surrounded by brave men and not by bricks. (Pluiarch, VITA LYCURGI)
ἢ τὰν ἢ ἐπὶ τᾶς	Return with your shield or on it. (Spartan proverb)
οὐ γὰρ ἀνὴρ ἀγαθὸς γίγνεται ἐν πολέμῳ, εἰ μή τις τλαίη μὲν ὁρῶν φόνον αἱματόεντα, καὶ δηίων ὀρέγοιτ' ἐγγύθεν ἱστάμενος, ἠδ' ἀρετήν, τὸ γ' ἄριστον ἐν ἀνθρώποισιν ἄεθλον, καὶ κάλλιστόν τε φέρειν γίγνεται ἀνδρὶ νέῳ.	For no man ever proves himself a good man in war unless he can endure to face the blood and the slaughter, go close against the enemy, and fight with his hands. Here is courage, mankind's finest possession. Here is the noblest prize that a young man can endeavor to win. (Tyrtaeus)

Activities

1. Explain that peace in Sparta ended abruptly in the 7th Century B.C. when civil war threatened the stability of Sparta. From this point on, Sparta's one and only business became instant military readiness. Trade, money and profit, art and culture, as well as individual freedom were subordinated. Liberty was sacrificed to security. The implementation of this attitude is traditionally attributed to Lycurgus, who supposedly formulated the constitution that led to what was called the "evnomia" or "good order."
   Tell the students that the training of a good soldier was naturally the focal point of military readiness. Thus, to be a citizen of Sparta was to be a soldier. "Non-citizens" were parts of the machine used to maintain the soldier.

2. Introduce the new quotations in the usual manner. The visual cue for "οὐκ ἂν εἴη . . ." is a wall and a line of warriors joining arms. The cue for "Ἦ τἂν . . ." is a picture of a hoplite's shield. The cue for the selection from Tyrtaeus is a hoplite labeled "ἀνὴρ ἀγαθός." In general, do not attempt to have the pupils memorize the quote from Tyrtaeus.

3. The teacher should point out that Spartans came to have a very narrow view of what comprised a "good man." Ask the students to describe in their own words what Tyrtaeus called a "good man." Of course, any description must center on the good soldier. At this point the teacher may want to explain the ancient Greeks' use of a number of key words that represented a concept basic to Greek life. Though flexible and dependent on the context in which used, these words defy one-word translation. Explain to the students that they have learned two of these words - "ἀγαθός" and "ἀρετή." Have them return to the quotation from Tyrtaeus and locate the words. Ask the following questions:

   a. According to Tyrtaeus, who is the good man?

   b. What is man's finest possession?

   c. To whom are the qualities of "good" and "courageous" limited in Tyrtaeus?

   d. Do we limit the quality of courage to soldiers today?

   e. What do you think is mankind's "finest possession and noblest prize"?

LESSON 4

Specific Objectives

1. To introduce the reading and writing of quotations presented thus far in this unit.

2. To continue discussion of the Spartan ideal of the good man and courage.

3. To review what has been covered on the government of Sparta.

Activity

Have the students work through Frames 1-25 in the Student Programmed Text.

LESSON 5

Specific Objective

To discuss the childhood and education of Spartan citizens and aspects of daily life.

Activities

1. Have the pupils work through Frames 26-43 of the Student Programmed Text.

2. Pose the following questions. Have the questions answered orally or in writing.

   a. How did Spartans treat malformed children? How does this compare with modern abortion? With euthanasia?

   b. Could we compare Spartan methods of education with the communal Kibbutz system?

   c. Do you agree with the visitor who said, "Now I know why Spartans are not afraid to die"?

   d. From what you have read, would you call the Spartan social system communal?

   e. To what extent was Sparta a closed society? Does it resemble any modern societies in its restrictions on tourists and foreigners and foreign ideas?

   f. Does the discrimination against bachelors have any modern parallels? What about IRS regulations which tax single people more heavily?

   g. What was the role of women in Spartan society? How does it compare with the role of women in modern American society?

LESSON 6

Specific Objective

To discuss Spartan marriage customs and burial practices.

Activities

1. Have pupils work through Frames 44-51 of the Student Programmed Text.

2. Pose the following questions and have them answered either orally or in writing:

   a. Spartan husbands and wives were not together for long periods of time - particularly in the early part of their marriage. What do you think of the psychology of such an arrangement? Does absence really make the heart grow fonder?

   b. What do you think of the Spartan practice of siring children with another man's wife with her husband's consent? Is this practice in any way comparable to artificial insemination?

   c. Should the state try to selectively breed better quality human beings by arranging for persons with good qualities to bear children? Who would decide the good qualities?

   d. What was the Spartan attitude on homosexuality and in what way does this differ from attitudes in modern America? In what ways was the Spartan attitude similar?

   e. Compare Spartan funeral customs with American funeral customs.

LESSON 7

Specific Objective

To introduce some infinitive forms and uses.

Activities

1. Have the pupils repeat the following pattern practice once in English and several times in Greek.

Βούλεται φαίνειν	He wants to appear.
Βούλεται προλαμβάνειν	He wants to anticipate.
Βούλεται εἴρειν	He wants to say.
Βούλεται γεγόνειν	He wants to become.
Βούλεται ὀρέγειν	He wants to lunge.
Βούλεται φέρειν	He wants to carry.
Βούλεται εἶναι	He wants to be.
Βούλεται δίδόναι	He wants to give.
Βούλεται δηϊοῦν	He wants to slay.
Βούλεται ἱστάναι	He wants to check.

2. Have pupils work through Frames 52-73 of the Student Programmed Text.

LESSON 8

Specific Objective

To introduce pupils to the forms and use of adjectives.

Activity

Have the pupils work through Frames 74-93 of the Student Programmed Text.

LESSON 9

Specific Objectives

1. To introduce the following English derivatives and cognates from recently learned Greek lexical items: geriatrics, gerontology; proleptic; auriferous, splendiferous; peripheral, proliferate; epiphany, diaphanous, cellophane; phantasmagoria, sycophant; laconic; Spartan.

2. To introduce the following Greek song:

ῥέπει γὰρ ἄνεμος τῷ σιδάρῳ
ῥέπει γὰρ ἄνεμος τῷ σιδάρῳ
τὸ καλῶς κιθαρεσδὴν
τὸ καλῶς κιθαρίσδην
ὡς ὁ Λακωνικὸς ποιητὴς
εἴρηκε, εἴρηκε, εἴρηκε εἴρηκε

Activities

1. Have the pupils say the quotation ῥέπει γὰρ, κ.τ.λ. from Alcman several times using the appropriate visual cue. Then have them listen to tape B where the song ῥέπει γαρ, κ.τ.λ. is recorded to the tune of "Where Do I Go?" from the musical show, HAIR.

2. Introduce the following derivatives and cognates in the usual manner. Be sure to elicit as much information as possible from the pupils.

ENGLISH DERIVATIVE OR COGNATE	GREEK ROOT	MEANING OF ENGLISH DERIVATIVE OR COGNATE
geriatrics	γερουσία "assembly of old men"	science of medical and hygenic care for older people
gerontology	γερουσία "assembly of old men"	study of old age
proleptic	προλαμβάνειν "anticipate"	pertaining to the use of an adjective before it is actually applicable
auriferous	φέρειν "to carry"	gold-bearing

ENGLISH DERIVATIVE OR COGNATE	GREEK ROOT	MEANING OF ENGLISH DERIVATIVE OR COGNATE
splendiferous	φέρειν "to carry"	splendor-bearing, bright
peripheral	φέρειν "to carry"	lying outside of; external to the central issues
proliferate	φέρειν "to carry"	to grow or produce by multiplication of parts as in budding or cell division
epiphany	φαίνειν "to appear"	an appearance or manifestation; Christian festival commemorating the manifestation of Christ to the Magi
diaphanous	φαίνειν "to appear"	transparent
cellophane	φαίνειν "to appear"	transparent, paper-like product
phantasmagoria	φαίνειν "to appear"	an exhibition of optical illusions produced by a projector or the like
sycophant	φαίνειν "to appear"	a self-seeking flatterer
laconic	Λακωνία Laconia	using few words, concise like the Spartans
Spartan	Σπάρτη Sparta	austere, stern, frugal like the Spartans

3. Ask the pupils to explain the underlined words in the following sentences:

   a. Geriatrics is an important study.
   b. The scientist specialized in gerontology.
   c. Proleptic adjectives sometimes occur in poetry.
   d. Rocks in Philadelphia are hardly ever auriferous.
   e. The Art Museum is splendiferous.
   f. His arguments were peripheral.
   g. Many bushes proliferate.
   h. The Epiphany is celebrated on January 6th.

i. Everyone was talking about the diaphanous swim suit.

j. Many things are wrapped in cellophane.

k. The night club featured a phantasmagoria.

l. Important people tend to be surrounded by sycophants.

m. The speaker was laconic.

n. University students are often Spartan people.

4. Have the pupils work through Frames 93-107 of the Student Programmed Text either in class or for homework.

LESSON 10 [UNIT REVIEW]

Specific Objectives

1. To review the quotations presented in this unit.

2. To review the forms and uses of the infinitive as presented in this unit.

3. To review the forms and uses of adjectives as presented in this unit.

Activity

Have the pupils work through Frames 108-125 of the Student Programmed Text.

LESSON 11 [UNIT REVIEW]

Specific Objectives

1. To review Sparta's history and the Spartan way of life.

2. To review the following derivatives and cognates: geriatrics, gerontology; proleptic; auriferous, splendiferous, peripheral, proliferate; Epiphany, diaphanous, cellophane, phantasmagoria, sycophants; laconic; Spartan.

Activity

Have the pupils work through Frames 126-155 of the Student Programmed Text.

UNIT FOUR

THE STRUGGLE WITH PERSIA

AN OVERVIEW OF MATERIAL
TO BE TAUGHT IN THIS UNIT

1. The history and background of Persia prior to the Persian Wars.
2. The outcomes of the Persian Wars and their significance.
3. The morphology and some uses of the present participle.
4. The genitive absolute and the dative of means.
5. New Greek utterances connected with the cultural theme of the unit.
6. English derivatives and cognates connected with the Greek lexical items introduced.

LESSON 1

Specific Objectives

1. To explain the differences between the Persian and Greek view on individual freedom.

2. To summarize part of the history of Greek civilization in Asia Minor prior to the conflict with Persia.

3. To introduce the students to some of the customs of the Persians.

Activities

1. Tell the students that in this unit they will be learning about a struggle which had great significance in the history of civilization, that is, the struggle between Persia and Greece. The entire course of world history - according to many authorities might have been radically different if the outcome of this struggle had been different. The conflict between Persia and Greece is sometimes compared with the conflict between the Axis and the Allies or between international communism and capitalism. Sometimes it is compared with the struggle within our own society between those who are concerned about human rights and dignity and those who are concerned about the acquisition of power and wealth. Point out, however, that many authorities don't accept these comparisons as valid because they tend to be oversimplifications which make the Greeks "the goodies" and the Persians "the baddies."

2. Indicate the Aegean islands and the coast of Asia Minor on the map. Explain that by the year 800 B.C. these areas were largely Greek. They probably had been opened to the Greeks by the fall of Troy.
The kingdom of Lydia dominated the affairs of the Asian Greeks. In its drive to the Aegean, Lydia forced Greek cities in Asia to open their ports to Lydian commerce and forced their governments to become Lydian protectorates. During the reign of Croesus, King of Lydia, nearly every Asian Greek city had recognized his enlightened overlordship. When Croesus fell (546 B.C.) the Asian Greeks, for the most part, accepted the rule of Lydia's conqueror, Cyrus of Persia. Persia controlled the Greek states through local tyrants.

3. Write the name Herodotus on the board and explain that he was one of the greatest Greek historians and is called the "Father of History." He is the main source of our information on the struggle with Persia. He was the first writer to investigate facts and to try to arrive at the truth through fair inquiry. Explain to the students that they will now read in the Programmed Text his account of the customs of the Persians. Have the students work through Frames 1-7 of the Student Programmed Text.

LESSON 2

Specific Objectives

1. To summarize the Ionian revolt against Persia.

2. To summarize the invasion of the Greek mainland by Darius.

Activities

1. Have a student locate Ionia on the map. Explain that the Ionians were not happy under the rule of the new Persian king, Darius I, who had succeeded Cyrus the Great. Put the names of Darius I and Cyrus the Great on the chalkboard. Point out that the Persians did not allow the Ionians to retain their autonomy. They made local tyrants subordinate to Persian provincial governors called satraps (σατράπαι). The Ionians were forced to pay tribute and do military service. The Greeks of the mainland (Europe) did very little to stop the subjugation. Sparta did make a gesture by sending representatives to the Persians protesting their actions and reminding them that Sparta claimed the right to protect all Greek cities. The Spartan protests were not followed by any action. The other cities of the Greek mainland did not even protest.
For a time the Ionians submitted to the Persian regime. But in 699 B.C. they revolted. Though Athens gave some assistance to the Ionians, the Persians crushed the revolt. To punish the Greeks for the revolt the Persians sacked and burned the richest and most brilliant Ionian city, Miletus. (Write the name Miletus on the chalkboard and have it located on the map.) Part of the population of Miletus was transplanted to the mouth of the Tigris River on the Persian Gulf. (Have these places located on the map and have the pupils echo the names.)

2. Explain that the Great King (Darius I) had followed the course of the whole Ionian revolt from his capital at Susa. (Write the name Susa on the chalkboard and have it located on the map.) The Great King made note of the desertion of the Ionians by the mainland Greeks. Darius I was a shrewd and aggressive leader, and he sent his son-in-law against the Greek mainland to subdue Macedonia and Thrace. After this was done, Darius sent heralds to all the Greek states demanding their submission and their token tribute of "earth and water." As Herodotus put it: ἐξέπεμπε ὣς ὁ Δαρεῖος κήρυκας ἀνὰ τὴν Ἑλλάδα κελεύων αἰτέειν βασιλέι γῆν τε καὶ ὕδωρ . Have the pupils repeat this quotation once or twice orally.) Herodotus says that the Athenians threw the heralds in a pit, suggesting that they collect their own earth, and the Spartans threw them into a well, suggesting they collect their own water.

3. Write the name Marathon on the chalkboard. Explain that this was a plain about 26 miles from Athens where the Athenians won a great victory over the Persians. According to legend they dispatched a runner to Athens who - after running the entire 26 miles non-stop - gasped out the news of victory (νίκη) and fell over dead. We use the word "marathon" as a common noun in English to denote any long or seemingly endless contest or a long race. The marathon race commemorates the legend of the runner to Athens.

4. Ask the following questions:

   a. To what extent was the Lydian and Persian rule of the Ionian Greeks similar to the European rule of African and Asian countries in the 19th and 20th centuries, e.g., Nigeria, India?

   b. Were the mainland Greeks wholehearted in their support of the Ionian Greeks in their revolt against the Persian King of Kings in 499 B.C.? Do people of the same racial or ethnic background always rally together in time of crisis? Cite some examples from 20th Century history to support your answer.

   c. If you were the King of Kings, would you have sent heralds as Darius did to all the Greek states to demand earth and water? Why or why not?

   d. Students may have to do research in order to answer some of the above questions. The teacher may ask the students to answer the questions in writing.

LESSON 3

Specific Objectives

1. To introduce the following quotations audio-lingually:

διέπεμπε ὧν ὁ Δαρεῖος κήρυκας ἀνὰ τὴν Ἑλλάδα, κελεύων αἰτέειν βασιλέι γῆν τε καὶ ὕδωρ	Darius sent messengers throughout Greece, ordering them to ask for earth and water for the King. (Herodotus)
Ἑλλήνων προμαχοῦντες Ἀθηναῖοι Μαραθῶνι χρυσοφόρων Μήδων ἐστόρεσαν δύναμιν	The Athenians fighting as the champions of the Greeks at Marathon defeated the gold-wearing Persians. (Simonides)

2. To introduce some forms and uses of the present participle in Greek and English.

Activities

1. Tell the students that they are going to hear two quotations pertaining to the Greek struggle with Persia. The first of these they have already heard. It is from Herodotus. Show the visual cue, a picture of Darius, two messengers, earth and water. After giving the meaning of the quotation in English, say the Greek, and have the students repeat it phrase by phrase. Each phrase should be repeated about eight times. Point to the earth and water, to Darius, and to the messengers as appropriate. Follow the same general procedure in introducing the quotation from Simonides. The visual cue for the quotation is a picture of victorious Greeks and vanquished, gold-wearing Persians.

2. Tell the students that they are going to consider the participle in English and Greek. Put the term "participle" on the chalkboard and try to elicit a definition from the class. Essentially, a participle is an adjective built on the verb stem. Put the following expressions on the chalkboard:

ἡ γυνὴ ἡ λέγουσα
-the talking woman

προμαχοῦντες Ἀθηναῖοι
-the Athenians fighting as champions

ὁ Δαρεῖος κελεύων αἰτεῖν γῆν
-Darius ordering them to ask for earth

Have the students repeat each of the following pattern practices several times. To assure comprehension have the patterns done in English at least once.

ἡ γυνὴ ἡ λέγουσα	the talking woman
ἡ γυνὴ ἡ φιλοῦσα	the loving woman
ἡ γυνὴ ἡ βασιλεύουσα	the ruling woman
ἡ γυνὴ λέγουσα	the woman talking
ὁ Δαρεῖος κελεύων	Darius ordering
ὁ Δαρεῖος λέγων	Darius speaking
ὁ Δαρεῖος παύων	Darius stopping
ὁ Δαρεῖος βασιλεύων	Darius ruling
προμαχοῦντες Ἀθηναῖοι	Athenians fighting
λέγοντες Ἀθηναῖοι	Athenians speaking
φιλοῦντες Ἀθηναῖοι	Athenians loving
βασιλεύοντες Ἀθηναῖοι	Athenians ruling
παύοντες Ἀθηναῖοι	Athenians stopping
οἱ προμαχοῦντες Ἀθηναῖοι	the fighting Athenians

3. Using the visual cues, review the new quotations. Use the technique of saying part of the quotation and having the pupils finish or fill in the quotation.

LESSON 4

Specific Objectives

1. To review and expand the treatment of the present participle given in the preceding lesson.

2. To introduce the reading and writing of the quotations presented audiolingually in the preceding lesson.

3. To review the story of the struggle with Persia down to Marathon.

Activities

1. Using the visual cues, review the quotations in the usual manner.

2. Have the pupils work through Frames 8–41 of the Student Programmed Text. Some of the frames may be done orally; others may be assigned for quiet work.

LESSON 5

Specific Objectives

1. To summarize the story of Thermopylae, Salamis, and Plataea.

2. To introduce the following quotations audiolingually:

δέσποτα, μέμνησο τῶν Ἀθηναίων	Master, remember the Athenians. (Herodotus)
τοὺς μὲν δὴ ὥρα γυμναζομένους τῶν ἀνδρῶν τοὺς δὲ τὰς κόμας κτενιζομένους	He saw some of the Spartan men exercising naked and some combing their long hair. (Herodotus)
ὦ ξεῖν', ἀγγέλλειν Λακεδαιμονίοις ὅτι τῇδε κείμεθα τοῖς κείνων ῥήμασι πειθόμενοι	O stranger, tell the Lacedaemonians that we are lying here dead obedient to their laws. (Herodotus)
Οἱ μὲν ἄνδρες γεγόνασί μοι γυναῖκες αἱ δὲ γυναῖκες ἄνδρες	My men have become women and my women, men. (Herodotus)

Activities

1. Explain to the students that after Marathon, the Greeks had a ten-year rest. Persia was occupied by other matters - the death of Darius and a revolt in Egypt. But Darius' son Xerxes, who succeeded to the throne, was determined

to pursue his father's plan. For years a slave stood beside him at dinner and whispered δέσποτα μέμνησο τῶν Ἀθηναίων - "Master, remember the Athenians." Have the pupils repeat the quotation in Greek several times. Tell them that Xerxes made elaborate preparations. After crossing the Hellespont he prepared to encounter a Spartan army at the narrow pass of Thermopylae. During this period he sent a spy to observe the Spartan camp and - Herodotus says - the spy reported that the Spartans spent their time doing gymnastic exercises and combing their long hair. τοὺς μὲν δὴ ὥρα γυμναζομένους τῶν ἀνδρῶν τοὺς δὲ τὰς κόμας πτενιζομένους "He saw some of the Spartan men exercising naked and some combing their long hair." Xerxes laughed in disdain not realizing that this was a Spartan custom when they were about to risk their lives. Have the pupils repeat the Greek quotation several times.

Though the Spartans fought valiantly at Thermopylae, they were defeated. According to Herodotus, an inscription was set up in honor of the Spartans who died at Thermopylae: ὦ ξεῖν', ἀγγέλλειν Λακεδαιμονίοις ὅτι τῇδε κείμεθα τοῖς κείνων ῥήμασι πειθόμενοι - Go, stranger, and to Lacedaemen tell obedient to its orders, here we fell. Cicero translated this into Latin thus: Dic, hospes, Spartae nos te hic vidisse jacentis dum sanctis patriae legibus obsequimur. Have the pupils repeat the quotation in Greek several times and in Latin once.

After capturing Athens, Xerxes lost the great naval battle off the island of Salamis. His defeat here is sometimes compared to the rout of the Spanish Armada by Sir Francis Drake nearly 21 centuries later. As Xerxes sat on the shore on his throne and watched the battle, he noted the valiant fighting of his ally, Queen Artemisia of Halicarnassus. She avoided being sunk by a Greek ship by ramming one of her own allies. Xerxes then made the famous statement recorded by Herodotus "My men have become women and my women men" οἱ μὲν ἄνδρες γεγόνασί μοι γυναῖκες αἱ δὲ γυναῖκες ἄνδρες . Have the pupils repeat the quotation. Explain that, after Salamis, Xerxes went home taking a large part of his forces with him. The land forces that he left behind were subsequently defeated at the battle of Plataea.

2. Put the names Thermopylae, Salamis, and Plataea on the chalkboard. Explain that, in the view of many people, these names have become synonymous with man's unending struggle to be free. Ask the pupils whether they see the battles in that light. Ask whether they see any parity between the Persian invasion of Greece and the American involvement in Vietnam.

3. Have the pupils repeat each of the four quotations from Herodotus. Review the English meanings. Show the visual cue for each quotation. The cue for δέσποτα, κ.τ.λ. is a picture of a slave whispering into the King's ear. The cue for τοὺς μὲν δὴ, κ.τ.λ. is a picture of naked men exercising and combing their long hair. The cue for ὦ ξεῖν', ἀγγέλειν is a tombstone with the quotation printed on it. The cue for οἱ μὲν ἄνδρες is a picture of a woman wielding a sword while a man looks on. The woman is on a trireme.

LESSON 6

Specific Objectives

1. To review the quotations presented audiolingually in the preceding lesson.
2. To introduce the dative of means.
3. To introduce the genitive absolute.
4. To introduce the following quotation:

οἴνου μηκέτ' ὄντος οὐκ ἔστιν κύπρις	When there is no wine there is no physical love. (Euripides)

Activities

1. Showing the appropriate visual cues, have the pupils repeat the quotations after you several times. Review the plain meaning of each quote once.
2. Tell the pupils that today they will learn two new constructions. One of these is called the dative of means. The dative case is used to express the idea that we express in English with the phrase "by means of". For example the sentence "Men know by means of their eyes" would be expressed in Greek thus: οἱ ἄνθρωποι ἴσασι τοῖς ὀφθαλμοῖς . Have the pupils say the sentences. Then put the sentences on the chalkboard and have the pupils identify the dative case forms. Tell the pupils that this dative answers the question "how?"
3. Have the pupils repeat the following patterns in Greek several times. Have the English version repeated once to assure comprehension.

ἴσασι τοῖς ὀφθαλμοῖς ἴσασι βιβλίοις ἴσασι λόγοις ἴσασι τῷ βιβλίῳ	They know through their eyes. They know through books. They know through words. They know through the book.
Δαρεῖος πλοίῳ διαβαίνει Δαρεῖος ἁμάξῃ διαβαίνει Δαρεῖος γεφύρᾳ διαβαίνει Δαρεῖος ἅρματι διαβαίνει	Darius crosses in a boat. Darius crosses in a wagon. Darius crosses on a bridge. Darius crosses in a chariot.

4. Tell the pupils that the other new construction they are going to learn is the genitive absolute. A noun or pronoun in the genitive case with a participle in agreement may stand almost grammatically independent of the rest of the sentence. Such a construction is called the genitive absolute. The word "absolute" in grammar means "independent" or "free" or "standing alone."

The genitive absolute is often an alternative to a clause introduced by such words as εἰ, ὅτε, ἐπειδή ("if", "when", and "since"). Say the following sentence from Euripides several times, and have the pupils write it in Greek from dictation οἴνου μηκέτ' ὄντος οὐκ ἔστιν κύπρις Ask them to locate the genitive forms. Tell them that the sentence may mean in English:

"When there is no wine, there is no physical love."

"If there is no wine, there is no physical love."

"Since there is no wine, there is no physical love."

Have the pupils repeat the following pattern practices. Do the Greek several times and the English at least once to assure comprehension.

οἴνου μηκέτ' ὄντος οὐκ ἔστιν κύπρις	When there is no wine, there is no physical love.
λόγου μηκέτ' ὄντος οὐκ ἔστιν κύπρις	When there is no word, there is no physical love.
βιβλίου μηκέτ' ὄντος οὐκ ἔστιν κύπρις	When there is no book, there is no physical love.
τῶν ὀφθαλμῶν μηκέτ' ὄντων οὐκ ἔστιν κύπρις	When there are no eyes, there is no physical love.
Δαρείου κελεύσαντος ταῦτα ἐποίησαν	Since Darius ordered, they did this.
Δαρείου παύσαντος ταῦτα ἐποίησαν	Since Darius stopped, they did this.
Δαρείου καλέσαντος ταῦτα ἐποίησαν	Since Darius called, they did this.

5. End class by having the pupils repeat the quotations presented in Lesson 5. Use the visual cues for this purpose.

LESSON 7

Specific Objectives

1. To review the quotations presented in Lesson 5.
2. To review the quotation presented in Lesson 6.
3. To discuss the extended or poetical meanings of the quotations.

Activities

1. Using the visual cues have the pupils repeat the quotations from Lessons 5 and 6. The visual cue for οἴνου μηκέτ', κ.τ.λ. is a chalice of wine, with an equal sign, and the word κύπρις .
2. Tell the pupils that today they are going to discuss the different layers of meaning of some of the quotations. After having the students repeat the quotation τοὺς μὲν δὴ ὥρα κ.τ.λ. and its plain

English interpretation, ask the following questions:

a. How did Xerxes react to seeing the Spartan men exercising naked and combing their long hair?

b. Why did Xerxes react this way?

c. Do the customs of people who are different from us sometimes cause us to react the way Xerxes reacted to the Spartans?

d. The Spartan warriors considered long hair a mark of virility and masculinity. What has been the attitude of people towards long hair on men throughout history? Consider in your answer the Romans, the Hebrews, the colonial Americans, modern American "establishment" type persons, and young people in general.

e. The Greeks saw nothing wrong with public nudity, and, as a matter of fact, they rejoiced in the beauty of the completely unclothed body - male and female. How does this attitude compare with that of modern Americans?

3. Have the students repeat the quotation οἱ μὲν ἄνδρες γεγόνασί κτλ and give its plain English interpretation. Then ask the following questions:

a. Under what circumstances did Xerxes make this remark?

b. Is Xerxes' view that some jobs (e.g., being a warrior) were for men and other jobs for women prevalent in modern America?

c. How would the women's liberation movement react to Xerxes' view?

d. Are there efforts in our country to break down sexual stereotypes? Cite some examples.

4. Have the students repeat the quotation οἴνου μηκέτ' ὄντος, οὐκ ἔστιν κύπρις and its plain English meaning. Then ask the following questions:

a. Is this quotation literally true?

b. What are some symbolic meanings for "wine" here?

c. Judging from this quotation do you think that the ancients looked upon wine in the same way that some modern people view marijuana?

5. Have the students write a composition on what any of the quotations mean to them personally. Tell them to state whether they agree with it and how they view its "deep" meaning. This composition work might be done in class or as a homework assignment.

LESSON 8

Specific Objectives

1. To review the story of Thermopylae, Salamis, Plataea.

2. To introduce the reading and writing of the quotations presented orally in Lessons 5 and 7.

Activities

1. Start class by reviewing the quotations orally.

2. Have the pupils work through Frames 42-63 of the Student Programmed Text. Some of this work may be done aloud and some silently.

LESSON 9

Specific Objectives

1. To review the dative of means.

2. To review the genitive absolute.

3. To introduce (or review) orally the following English derivatives and cognates from recently learned Greek roots: despotic, despotism, despot; gymnasium, gymnastics, gymnosperm; rhetoric, rhetorical, rhetorician; angel, archangel, Angelus.

Activities

1. Have the pupils work through Frames 64-79 of the Student Programmed Text. This work might be done together now and reviewed by each student for homework.

2. Introduce or review the following derivatives and cognates in the usual fashion.

DERIVATIVE OR COGNATE	GREEK ROOT	MEANING OF DERIVATIVE OR COGNATE
despotic	δέσποτα "master"	arbitrary, tyrannical
despotism	δέσποτα "master"	an absolute government
despot	δέσποτα "master"	an absolute ruler
gymnasium	γυμναζομένους "exercising naked"	room or building for physical education; a college preparatory school in continental Europe
gymnastics	γυμναζομένους "exercising naked"	physical exercises

DERIVATIVE OR COGNATE	GREEK ROOT	MEANING OF DERIVATIVE OR COGNATE
gymnosperm	γυμνασμένους "exercising naked"	a plant having its seeds exposed
rhetoric	ῥήμασι "to their words"	the art of using language; use of exaggeration or display; empty words
rhetorician	ῥήμασι "to their words"	a person versed in the art of using language
angel	ἀγγέλλειν "to tell, to announce"	spiritual being who acts as God's attendant and messenger
archangel	ἀγγέλλειν "to tell, to announce"	a type of angel
Angelus	ἀγγέλλειν "to tell, to announce"	a medieval prayer recited at morning, noon, and evening.

3. Ask the pupils to explain the meaning of each of the following sentences:

   a. The Angelus bell rang at noon.
   b. St. Gabriel is an archangel mentioned in the Bible.
   c. Politicians indulge in a great deal of rhetoric.
   d. Many plants are gymnosperms.
   e. Gymnastics are good for your health.
   f. Despotism is widespread in many parts of the world.
   g. Hitler was a despot.
   h. Despotic rulers are not necessarily evil.
   i. Lucifer was a fallen angel.
   j. Rhetoricians are concerned with the use of language.
   k. Exercise is usually taken in a gymnasium.

LESSON 10

Specific Objectives

1. To introduce the reading and writing of derivatives and cognates presented in the preceding lesson.

2. To review salient events of the struggle with Persia and their implications.

Activities

1. Have the pupils work through Frames 80-89 of the Student Programmed Text.

2. Suggest the following composition themes to the students. Ask the students to begin a composition on a theme of their choice. The compositions may be read to the class and discussed:

   a. Xerxes reporting to the Persian people on the struggle with Greece.

   b. The Persian Wars as seen through the eyes of an "average" Athenian citizen.

   c. Richard Nixon is transported via a time machine to Greece at the time of the Persian Wars. He reports to the American people on what he saw.

   d. George McGovern takes the same time machine trip and reports to the American people.

LESSON 11 [UNIT REVIEW]

Specific Objectives

1. To review salient concepts of the struggle with Persia.

2. To review the following derivatives and cognates: despotic, despotism, despot; gymnasium, gymnastics, gymnosperm; rhetoric, rhetorician; angel, archangel, Angelus; marathon.

Activity

Have the pupils work through Frames 90-107 of the Student Programmed Text. The frames might be done silently in class or aloud by the whole group. They should be reviewed for homework.

LESSON 12 [UNIT REVIEW]

Specific Objectives

1. To review the morphology and uses of the present participle presented in this unit.

2. To review the genitive absolute and dative of means.

3. To review the sententiae presented in this unit.

Activity

Have the pupils work through Frames 108-124 of the Student Programmed Text. The frames might be done silently in class or aloud by the whole group. They should be reviewed for homework.

UNIT FIVE

THE GOLDEN AGE

AN OVERVIEW OF MATERIAL
TO BE TAUGHT IN THIS UNIT

1. A summary of the great accomplishments of Athens in its Golden Age.
2. Background on Greek drama.
3. The ANTIGONE of Sophocles.
4. The imperfect tense.

LESSON 1

Specific Objectives

1. To present an overview of Athenian accomplishments in the Golden Age.

2. To introduce the forms and use of the imperfect tense.

Activities

1. Tell the pupils that in this unit they will be dealing with Athens of the 5th Century B.C. This period is known as the Golden Age because of the vitality of Athenian life, and the period is without parallel in the history of mankind.

2. Ask the pupils if they can list some of Athens' accomplishments during its Golden Age: The ideas you are eliciting in random order are:

   a. Democracy
   b. Architecture
   c. Art
   d. Philosophy
   e. Science
   f. Influence among other Greek city-states
   g. Literature

3. Have the pupils identify the following terms either orally or in writing: (If necessary refer the pupils to Frames 97-102 of Unit II)

   Pericles, Parthenon, Acropolis, Phidias, Propylaea, Aeschylus, Sophocles, Euripides, Herodotus, Hippocrates, Socrates, Plato, Aristophanes.

4. Tell the pupils that they are going to learn a new tense that expresses repetitive action or action as going on in the past. It is called the imperfect tense. Have the pupils echo the term "imperfect tense." Have the pupils repeat the following patterns after you in Greek several times. Have the English said at least once to assure comprehension.

ὅτι Σωκράτης ἔλεγεν	Socrates was speaking.
ὅ τι ὁ ἄνθρωπος ἔλεγεν	The man was speaking.
Ὅ τι Περικλῆς ἔλεγεν	Pericles was speaking.
γράμματα ἔπεμπον	They sent a letter.
τὸν δῆμον ἔπεμπον	They sent the people.
τὸν οἶνον ἔπεμπον	They sent the wine.

τοὺς θεοὺς ἐθεραπεύομεν	We used to worship the gods.
τὴν μουσικὴν ἐθεραπεύομεν	We used to worship music.
τὴν πολιτείαν ἐθεραπεύομεν	We used to worship the state.
τὰς Ἀθήνας ἐθεραπεύομεν	We used to worship Athens.
ἐγὼ οἶνον ἔπινον	I used to drink wine.
ἐγὼ ὕδωρ ἔπινον	I used to drink water.
σὺ οἶνον ἔπινες	You used to drink wine.
σὺ ὕδωρ ἔπινες	You used to drink water.
τοὺς Ἕλληνας ἐλατρεύετε	You served the Greeks.
τὸν ἥλιον ἐλατρεύετε	You served the sun.
τὴν σοφίαν ἐλατρεύετε	You served wisdom.
τὸν βασιλέα ἐλατρεύετε	You served the king.

LESSON 2

Specific Objectives

1. To make pupils aware of the contributions of Socrates and Plato to 5th Century Athenian culture.

2. To review the imperfect tense - its forms and uses.

Activities

1. Put the name Socrates on the chalkboard. Ask the pupils to tell all that they know about this man. Some of the points you want to elicit are as follows:

   a. He was a man with an extremely genial and kindly temperament and a keen sense of humor, though those who suffered from his irony did not think so. He had great intellectual ability and was indifferent to comfort and luxury.

   b. He was one of the greatest teachers in the history of the world. He engaged in informal conversations with the young men who were his companions. During the conversations he asked them probing questions to get them to think about themselves, the nature of man, and the purpose of life. His method of questioning is called the Socratic method.

   c. One of his students was Plato. One of Plato's students was Aristotle. Both of these great philosophers - Plato and Aristotle - were no doubt greatly influenced by Socrates. Plato and Aristotle wrote extensively. All subsequent philosophical writings have been termed footnotes on Plato and Aristotle. Plato's dialogues almost always involve Socrates as a character.

   d. In 399 B.C. Socrates was brought to trial on the charge of introducing strange gods and of corrupting youth. Socrates' outspokenness had won him many enemies. He was condemned to death. Rather than take advantage of a plan for his escape, thirty days after the condemnation, he drank hemlock and died.

2. If the pupils seems particularly interested in Socrates, you might suggest that they read Plato's APOLOGY and Plato's EUTHYPHRO. Paperback translations of these works are available from Penguin Books, 7110 Ambassador Rd., Baltimore, Md. 21207.

3. Have the pupils work through Frames 1-21 of the Student Programmed Text.

LESSON 3

Specific Objectives

1. To review the general accomplishments of the Athenians in the Golden Age.

2. To introduce Plato's "Allegory of the Cave."

Activities

1. Have the pupils work through Frames 22-55 of the Student Programmed Text. Some of the frames may be read aloud and some in silence.

2. Ask the pupils to tell the "Allegory of the Cave" in their own words either orally or in writing.

LESSON 4

Specific Objectives

1. To continue the discussion of the "Allegory of the Cave."

2. To discuss Plato's influence on other writers and philosophers.

Activities

1. Continue having the pupils tell the "Allegory of the Cave" in their own words.

2. Have the pupils work through Frames 56-61 of the Student Programmed Text.

LESSON 5

Specific Objective

To introduce the ANTIGONE of Sophocles.

Activity

Have the pupils work through Frames 62-72 of the Student Programmed Text.

LESSON 6

Specific Objective

To begin the reading of the ANTIGONE.

Activities

1. Have Frames 73 and 74 read aloud.

2. Appoint pupils to read the parts of Antigone, Ismene, and the Choragos. The entire class may be the chorus. Have Frames 73-80 read aloud dramatically in English and Greek.

3. Point out that the choral ode given in Frames 78-80 was sung in antiquity. Invite the pupils to set the Greek text to appropriate music - either borrowing music or inventing it. Setting the choral odes to music may be a project worked on in cooperation with a music teacher in the school. Point out that since we know very little about how the choruses sounded there are many possibilities. The late rock singer, Jim Morrison of the Doors, - himself quite a classicist - suggested that the choruses had the rythym and beat and sensuality of modern rock music.

LESSONS 7-12

Specific Objective

To continue with the reading of the ANTIGONE.

Activities

1. Begin at Frame 81. Assign parts and have the pupils read aloud as much as possible of the play each day. Explain words in the English text which may be unfamiliar to the pupils.

2. Have the pupils write the answers to the discussion questions that occur in the text or have these discussed in class.

LESSON 13 [UNIT REVIEW]

Specific Objectives

1. To review the great accomplishments of Athens.

2. To review the background on Greek drama.

3. To review the imperfect tense.

4. To review the story of the ANTIGONE.

Activity

Have the pupils work through Frames 120-133 of the Student Programmed Text.

APPENDIX

THE HIPPOLYTUS OF EURIPIDES

In the Appendix of the Student Programmed Text an edited version of the HIPPOLYTUS of Euripides is given. The treatment of the HIPPOLYTUS is similar to that of the ANTIGONE in Unit Five - with Greek text and discussion questions being given. The teacher may wish to have the HIPPOLYTUS read in class in connection with Unit Five or as an independent project on the part of the students. It may also be introduced - depending on the interests of the students - at any point in Levels Alpha or Beta.

Prepared for publication by the
Publications Division of
The Office of Curriculum and Instruction
The School District of Philadelphia
Editor: Dr. Alexander Shevlin
Associate: Edward Silver